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ABSTRACT

This teacher-prepared Learning Activity Package (LAP) for individualized instruction in topics in pre-algebra covers the natural numbers, whole numbers, and integers. The unit contains a rationale for the material, a list of behavioral objectives, a list of resources including texts (with reading assignments and problem sets specified) and tape recordings, a problem set for student self-evaluation, suggestions for advanced study, and references.

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L E A R N I N G
A C T I V I T Y
P A C K A G E

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NATURAL NUMBERS, WHOLE
NUMBERS, AND INTEGERS



Pre-Algebra

REVIEWED BY

SK
1/18/82

LAP NUMBER 7

WRITTEN BY Diane Evans

RATIONALE (The LAP's Purpose)

You have previously studied both the natural numbers and the whole numbers. For many centuries these were the only numbers man needed. But as time passed and civilizations grew more advanced and sophisticated, men found these numbers were not enough. They needed numbers to represent losses, below zero degree temperatures, and other such situations. To solve this problem, the set of integers were invented. In this LAP you will study the set of integers and operations using integers. You will also study the properties of integers and absolute values.

SECTION I

Behavioral Objectives

At the completion of your prescribed course of study, you will be able to:

1. Identify and/or write a definition for the sets of natural numbers, whole numbers, and/or integers.
2. Given a statement in words, write and/or identify an integer which represents it.
3. Determine if each of the eleven previously studied properties hold for the sets of natural numbers, whole numbers, and/or integers.
4. Compare which properties hold for the set of integers that do not hold for the natural numbers and/or the whole numbers.
5. Draw and/or identify a number line to represent the sets of natural numbers, whole numbers, and/or integers.
6. Given any two integers, write a comparison using $>$ or $<$ and/or determine if such a comparison is true or false.

RESOURCES

Objectives 1, 2

Dolciani, read pages 111-112, 170, Ex. 1-28 even page 113.
Wollensak C-3458 The Real Number System

Objectives 3, 4

* Appendix I, II
Dolciani, read pages 71-72, Ex. Appendices I, II.
Nichols, read pages 34-44, Ex. Appendices I, II.
Wollensak Tapes C-3453: The Commutative Property
C-3454: The Associative Property
C-3456: The Closure Property
C-3457: The Inverse Elements
C-3459: The Identity Element

Objective 5

Vanatta, read page 81, Ex. 3 page 83.

Objective 6

Dolciani, read page 114, Ex. 1-12 oral page 114.

* required (turn in to teacher)

SELF-EVALUATION 1

Obj.
1

I. Define:

- a) natural numbers
- b) whole numbers
- c) integers

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2 II. Write an integer to represent each of the following:

- _____ 1. ten degrees below zero
- _____ 2. 40 feet above sea level
- _____ 3. a loss of \$90
- _____ 4. 15 yards gain in a football game
- _____ 5. sea level

3 III. Put a cross (X) beside the properties that hold for the natural numbers. Put a circle (O) beside the ones that hold for the whole numbers. And put a (/) beside the ones that hold for the integers.

- _____ 1. closure +
- _____ 2. closure X
- _____ 3. comm. +
- _____ 4. comm. X
- _____ 5. asso. +
- _____ 6. asso. X
- _____ 7. dist.
- _____ 8. ad. id.
- _____ 9. ad. inv.
- _____ 10. mul. id.
- _____ 11. mul. inv.

SELF-EVALUATION 1 (cont')

- 4 IV. Put a circle (O) around the number(s) of the properties that hold for integers but not for natural numbers. Put a cross (X) on the number(s) of the properties that hold for integers but not for the whole numbers.

1. closure *
2. closure X
3. com. +
4. com. X
5. asso. *
6. asso. X
7. ad. id.
8. ad. inv.
9. mult. id.
10. mult. inv.
11. dist.

- 5 V. Draw a number line to illustrate:

- a. natural numbers
- b. whole numbers
- c. integers

- 6 VI. Put either > or < to make these true.

- | | |
|------------------------------|--------------------------------|
| 1) $-6 \underline{\quad} +3$ | 6) $-.1 \underline{\quad} -.2$ |
| 2) $-3 \underline{\quad} -4$ | 7) $-10 \underline{\quad} +10$ |
| 3) $-10 \underline{\quad} 1$ | 8) $0 \underline{\quad} -7$ |
| 4) $-1 \underline{\quad} -1$ | 9) $+5 \underline{\quad} -5$ |
| 5) $+2 \underline{\quad} +1$ | 10) $-8 \underline{\quad} -10$ |

If you have satisfactorily completed your work, take the Progress Test. Consult your teacher first.

SECTION 2

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Behavioral Objectives

After having completed your prescribed course of study, you will be able to:

7. Given any integer, write and/or identify its **absolute value**.
8. Given any statement of relations between two **absolute values**, determine if it is true or false.
9. Evaluate expressions involving **absolute values**.
10. Given two or more integers, write and/or identify their
 - a. sum
 - b. difference
 - c. product
 - d. quotient

OBJECTIVES

Objective 7

Vanatta, read pp. 83-87; Ex.: page 89.

Objective 8

Dolciani, read pp. 121-124; Ex.: page 124.
Nichols, read p. 61; Ex.: page 62.

Objective 9

Dolciani, Ex. 12-14, 1, 22, 24 page 124
Vanatta, read pp. 94-95; Ex.: page 90.

Objective 10

- A. Dolciani, read pp. 126-127; Ex.: page 126 orals 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 15, 16.
Vanatta, read pp. 95-96; Ex.: page 95 nos. 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 18, 21; page 96 nos. 1-6, 10, 12-14.
- B. Dolciani, read pp. 130-131; Ex.: page 130 orals 1-16, 17-25; page 131 nos. 1-6.
Nichols, Ex. 1-3 (all parts).
Vanatta, read pp. 98-99; Ex.: page 99 nos. 1-6, 9-14; page 100 nos. 1-10 (top of page); page 100 (bottom) nos. 1-10.
- C. Nichols, Ex. 1-3 (all parts).
Vanatta, read pp. 101-102; Ex. 1-14, 17-26, page 104.

SECTION 2

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Resources (cont'd)

- D. Dolciani, read pp. 132-140. Ex.: page 14 nos. 1-20.
Nichols, read pp. 90-93. Ex.: pages 98-99 nos. 1 a-p, 2 a-f.
Vanatta, read pp. 104-107. Ex.: page 106 nos. 1-14.
Wollensak Tapes C-3331 Directed Numbers: Addition
C-3332 Directed Numbers: Subtraction
C-3333 Directed Numbers: Multiplication
C-3334 Directed Numbers: Division

Filmstrips:

- Comparing Fractions: Adding and Subtraction
Multiplying Fractions
Multiplication of Signed Numbers
Dividing Fractions

SELF-EVALUATION 2

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Obj.

7

I. Give the absolute value for each of the following:

- _____ 1. $|-8|$
- _____ 2. $|0|$
- _____ 3. $|-15|$
- _____ 4. $|13|$
- _____ 5. $|20|$
- _____ 6. $|-1|$
- _____ 7. $|6 + 1|$
- _____ 8. $|-8 - 9|$
- _____ 9. $|10 + .30|$
- _____ 10. $|-7 + 5|$

8

II. Write True or False for each of these.

- _____ 1. $|10| = 10$
- _____ 2. $|-1| = -1$
- _____ 3. $.8 = |-8|$
- _____ 4. $|-27| = 27$
- _____ 5. $.9 < |-6|$
- _____ 6. $|-7| > |-6|$
- _____ 7. $|-15| > -10$
- _____ 8. $|10| < .20$
- _____ 9. $|32| < .50$
- _____ 10. $|-27| < 27$

9

III. Perform the indicated operations.

- _____ 1. $3 + (-2)$
- _____ 2. $(-2) + (-1)$
- _____ 3. $6 + 7$

SELF-EVALUATION 2 (cont.)

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4. $[-5] + [-6] =$
5. $[-8] + [-1] =$
6. $[-6] + [-9] =$
7. $[-5] + [-8] =$
8. $[0] + [-3] =$
9. $7 + [-6] =$
10. $[-9] + [6] =$

104. I. Add the following integers.

1) $+2$	2) -3	3) $+7$	4) $+7$	5) $+6$	6) $+12$
<u><u> </u></u>					
$+2$	-3	$+7$	$+16$	$+7$	-15
<u><u> </u></u>					
$+2$	-3	$+7$	$+16$	$+7$	-15

7) $(-2) + (3) + (-1) + (-6) =$

8) $(-9) + (-2) + (-7) + (-1) =$

9) $(-12) + (10) + (-5) + (1) =$

10) $(+1) + (+2) + (-2) + (-4) =$

105. V. Find the differences of the following:

1) $+12$	2) -6	3) $+5$	4) $+12$	5) -4	6) $+6$
<u><u> </u></u>					
$+2$	-2	$+3$	$+7$	-9	$+3$
<u><u> </u></u>					
$+2$	-2	$+3$	$+7$	-9	$+3$

7) $6 - (-2) =$

8) $-3 - (+7) =$

9) $+7 - (-9) =$

10) $-11 - (-1) =$

106. VI. Simplify using the laws.

1) $\frac{-2}{-2} \times (-6) \times (-7) \times (+1) =$ 4) $+(-1) + (-6) + (-4) + (-1) =$ 6) $+4 \times -7 =$

SELF-EVALUATION 2 (cont')

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- (7) $(-5)(+2)$
(8) $(-6)(-9)$
(9) $(-2)(+4)(-1)(+5)$
(10) $(-3)(-2)(-1)(-4)$

10B VII. Find the following quotients:

- (1) $\frac{-6}{+2}$
(2) $\frac{-3}{+3}$
(3) $\frac{+10}{-2}$
(4) $\frac{+28}{-4}$
(5) $\frac{-10}{+10}$
(6) $\frac{-12}{+3}$
(7) $\frac{+10}{-5}$
(8) $\frac{+12}{-3}$
(9) $\frac{-16}{-2}$
(10) $\frac{+12}{+3}$

If you have satisfactorily completed your work, take the LAP TEST.
CONSULT YOUR TEACHER FIRST.

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APPENDIX I

Put an X by each property that holds for the given sets of numbers.
Put a circle (O) by each property that does not hold. Do not leave a blank.

PROPERTY	NATURAL	WHOLE	INTEGER
Closure for +			
Closure for X			
Commutative +			
Commutative X			
Associative +			
Associative X			
Dist. Property			
Add. Identity			
Mult. Identity			
Add. Inverses			
Mult. Inverses			

APPENDIX II

1. what properties hold for the whole numbers that do not hold for the natural numbers?
2. what properties hold for the integers that do not hold for the naturals?
3. what properties hold for the integers that do not hold for the whole numbers?

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1.2. Property of the relationship

and the following recommendations are made:

** The author wishes to thank Dr. J. G. McMurtry and*

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REFERENCES AND NOTES

and the author's name. In this case we have

JOURNAL

As well as the main building, there is a guest house, a restaurant, a shop and a post office.

19. The following table gives the number of cases of smallpox reported in each State during the year 1802.

1. *Uterus* - *Uterus* - *Uterus* - *Uterus* - *Uterus*

U.S. GOVERNMENT PRINTING OFFICE: 1913. 10-1250

A. S. V. : :

the additive inverse of $-(a - b)$)

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RC 115701

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Dolciani (abbreviations)

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Wollensak Teaching Tools - 6-3653 - Real Number System
6-3653 (1) Commutative Property
6-3653 (2) Associative Property
6-3653 (3) Closure Property
6-3653 (4) Inverse Elements
6-3653 (5) Open Phrase, Open Sentence
6-3653 (6) Identity Element
6-3653 (7) Directed Numbers: Addition
6-3653 (8) Directed Numbers: Subtraction
6-3653 (9) Directed Numbers: Multiplication
6-3653 (10) Directed Numbers: Division